

Biblical Greek Exercises, Week#2, chapter 2

NAU Matthew 6:34 “*So do not worry about tomorrow; for tomorrow will care for itself. Each day has enough trouble of its own.*” SO true in all language study! This chapter of Black is especially concerned with building ideas today that we will develop more fully as we roll along in the course. Do NOT get too hung up on the technical jargon, etc. in this chapter. This chapter 2 material may make more sense down the road and we will be covering these ideas more completely as we go. About 90% of what Black is talking about here is best learned by going chapter-by-chapter in the weeks ahead and doing the translation exercise that I give you. So do not spend more than an hour or two reading it. Then, go back and complete this assignment sheet. I give you the page numbers, etc. because we don’t want it to be an Easter egg hunt. The points below cover the main ideas I want you to be familiar with now.

- (1) _____ refers to the changes words undergo in a given language according to their function in a sentence. (Black, top of **p. 10**).

- (2) Most Greek words undergo inflection. These words have different forms to indicate such matters as:
gender (_____, _____, or _____),
number (_____ or _____), and
“case” (_____, _____, etc. (NOTE: We will see plenty of examples of “case” in week#4, chapter 4☺)).

- (3) This lesson introduces inflection in the Greek _____ sys. (**p. 10**, 2nd ¶).

- (4) A verb is a word that makes a _____ about a _____. (**p. 10**, 2nd ¶). It *moves* the sentence along. It makes action occur. Example: “Ben *threw* the pie.” “Sam *ate* the goldfish.” “Katherine *drives* the car.”

- (5) A clause is a group of words forming a _____ unit and containing one _____. (**p. 10**, middle of the 2nd ¶). One professor at Dallas Seminary, making the point about words declared, “Words are stupid things,” ☺ meaning that words alone are devoid of a context and don’t really tell us

much! But a clause, as has also been said, is “a herd of words.” Black’s point of emphasis is that a clause is a sense unit. Words alone do *not* make a sense unit. But a clause *can* and *does*! “Football.” That word alone does not say much of anything! It only gives one an impression of an odd shaped inflatable (or de-flatable! Just ask Tom Brady) ball used in a sport. But if we say, “**Football is a violent game**,” now we have added a verb, etc. and have made a statement! If we say further, “**Football is a violent game that may cause concussions and brain damage**,” we have now said even more. Please turn to **Ephesians chapter 1:1-13** in your favorite Bible (any conventional translation will do—no heretical versions please ☺). My NASB 1995 Update (Heretofore referred to as the **NAU**) has the themes of predestination, redemption, grace, and sonship. But by themselves, these words tell us little. However, when the Apostle Paul added finite verbs,¹ he created (by the power of the Holy Spirit) a rich picture of just *how* God “*has blessed us in every spiritual blessing in the heavenlies in Christ.*” Eph 1:3b. By adding the verbs, Paul made this section of Scripture one large sense unit that introduced the epistle to the Ephesians.

(6) Finite verbs in Greek consist of two basic parts: a _____, which contains the _____ or dictionary meaning of the word,² and one or more _____es. p. 11, top). An affix added to the beginning of a word is called a _____, one that is added to within a word is called an _____, and one that is added to the end of a word is called a _____.

¹ vs. *infinite* verbs, or infinitives, which are *infinite* or *not* finite because they have no person or number and this they are not limited by person or number. (Infinitive comes from the Latin *infinitevus*, “not limited.” **Black**, p.160). We could say “I beg.” This short sentence has a subject and a finite verb and the verb *is* finite because it *has* a subject (“I”), which performs the action (begging). But we make “beg” an infinitive when it has no subject attached to it, such as Jesus did in Luke 16:3d, “*I am ashamed to beg.*” When we say “to beg,” we put “beg” in the form of an English infinitive. In English, we make an infinitive by placing a “to” in front of it. Greek has its own way of doing this that we will discover on the 8th of July (when we first introduce Greek infinitives in **Black**, chapter 21). But, let’s not get too far ahead of ourselves! Remember—“*Each day has enough trouble of its own.*” ☺ We will get to infinitives soon enough in due time—assuming Christ does not rapture us first and take us out of here!

² Hence, we have a collection of Greek words with English definitions called a “lexicon.”

(7) English makes use of _____ s to indicate person and number. (see just below the boxed diagram on p. 11). But note just below the box that the Spanish language does *not need independent* pronouns to indicate person and number. Spanish, like Greek, will use inflection to achieve the same result. In **Black** chapter 3, we will see just *how* this works in Greek. But for now, we just want you to see how it will work (via inflection) before we give you the “whole enchilada” in chapter 3.

(8) Fill in the box diagram below with the Greek (right off of p. 12) practicing your Greek writing skills. Include the “breathing mark” ’ which is *silent* (Hence it is called a “smooth breathing mark.” However, note that the “breathing mark” ‘ *is* pronounced and produces an “h” sound. Yes, it is true, Greek has *no* single letter for the English “h” sound but achieves it by use of the “rough breathing mark” (which will only occur at the *beginning* of a word, or right in front of it if it is a capital letter).

Number▶ ----- Person▼	<u>Singular</u>	<u>Plural</u>
1 st	ἔχω <i>I have</i>	<i>we have</i>
2 nd	<i>you have</i>	<i>you have</i>
3 rd	<i>he/it/she has</i>	<i>they have</i>

Note that the stem is ἔχ- and that the Number/Person suffix is “bolted on” at the end of the ἔχ as a suffix. These suffix endings are pretty standard on most of the Greek present and future tense verbs that we will introduce during our next class period. Observe the suffixes carefully but don’t over-burden yourself with memorizing them yet. We will do that *next* week.

1 Cor 7:25a Περὶ δὲ τῶν παρθένων ἐπιταγὴν κυρίου οὐκ ἔχω

“About but the virgins a command of (the) Lord not I have.”

(How do you like that word-for-word translation? That’s the interlinear version. Kind of “Yoda-like,” eh? So those that want a truly word-for-word translation are living in Walt Disney’s Fantasyland! Making an exact word-for-

word translation—that’s not how languages work. You could make a word-for-word translation, but no one could read it!)

(9) Because the _____ **mood** affirms the *factuality* of an action, it is called the *mood of reality*. (p. 13, top).

(10) A verb is said to be in the _____ **voice** when the subject is presented as performing the action, as in “I *hear* a man.” (p. 13, middle).

(11) For Week#3, chapter 3, we will be dealing with the present and future tenses, the active voice, and the indicative mood. Thus, first person, singular number, present tense, active voice, indicative mood of the English verb “love” would be written: “I love.” Notice that this qualifies as an English sentence. It has a subject (“I”) and it has a verb (“love”). How would you write the same thing except in the **future** tense? _____. When we have a short sentence with just a pronoun and verb such as “I love,” if we **break it down** according to person, number, tense, voice, and mood, and dictionary (or lexical) form, we would say “first person/ singular/ present/ active/ indicative of “to love.” Very soon (as in next class period), we will be breaking down all of the Greek verbs that we encounter. This **breaking down** is called **“parsing.”** Think of parsing as a process whereby we systematically *divide* a verb into its little parts by doing this are able to produce a translation. We will be doing this regularly from next week throughout the end of the course. You will get used to it and will find that a BIG part of translating any Greek Bible verse starts with parsing! We would parse $\epsilon\chi\omega$ as follows:

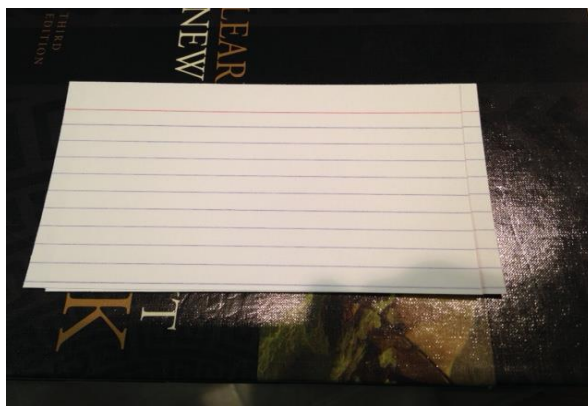
First person/ singular/ present/ active/ indicative/ lexical form $\epsilon\chi\omega$ (NOTE: The lexical form (the Greek dictionary form) of any Greek verb is its corresponding first person, singular, present, active, indicative form.)

A truncated (easier) way to parse $\epsilon\chi\omega$ would be:

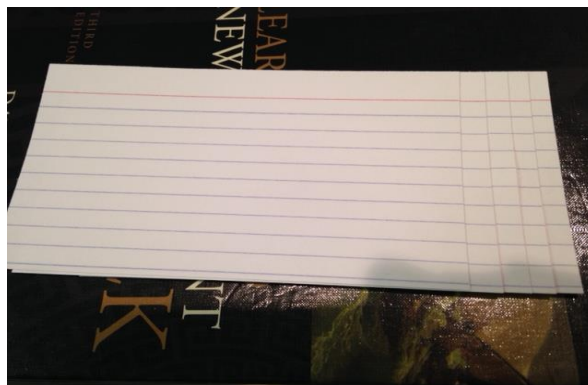
1st/ sing/ pres/ act/ indic/ $\epsilon\chi\omega$
person/number/tense/voice/mood/lexical form

(12) Now you get to start using all of those **3 x 5 cards** that were on your shopping list. Take 5 of them out of your stack. Find your set of high lighter marking pens as well, a pencil, and a straight edge/ruler.

a) Please get yourself a good, level writing surface. An uncluttered, clean kitchen table is good. Place **one** of the cards overlapping and on top of another **one** so that the bottom one just peeks out to the right of the one on top of it as shown:



b) Now please take the remaining three cards and overlap them just like you did with the first two cards. You should now have a staggered stack of five cards as shown:



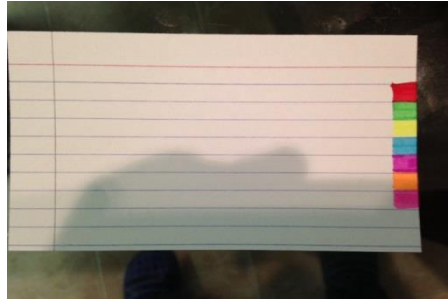
c) Now we get to the fun part. We get to color! 😊 Please take a glance at the photo on the next page. That's what you want to end up with—that's the

goal or model. Please take out the following marking pens: your dark red, green, yellow, lighter blue, lighter purple, orange (note that the light red and the orange are close in color), and pink. Take the caps off of each and lay the pens close by in an orderly manner. On the left side of the top card, press gently but firmly with your non-writing hand/fingers. Leaving the top two lines blank, take your darker red pen and keeping your markings on one line only, make a couple of short strokes to the side. Repeat with all of the pens that you took out. Doesn't have to be perfect. Now please do this another four times. You should end up with what will be 25 verb cards. These cards will help you keep organized throughout the course. These will be your verb cards. A little sweat now will make it very sweet later. Trust me, it is money in the bank! (ShiSHING! 😊)



d) You are *almost* done. Now grab your trusty **pencil** and **straight edge/ruler**. Take those same **cards** (but only **four** at a time) and line them up vertically as shown and place the ruler about a quarter inch (1/4") or a little more from the left edge of the cards and hold the ruler down firmly with your non-writing hand. Now take the pencil in your writing hand and make a single long stroke down the cards. Finished product is shown on the bottom photo w/pencil line running down the left side.





Voila! You will be using your cards during the 2nd half of next Friday's class session. We're going to be organized and we will nail these verbs! It's the biggest bug-a-boo for most Greek students (but not for us!). Put a rubber band around your 25 and bring them to class with you. You might want to store them in a sandwich-sized Glad bag to protect them because unlike the colors of the U.S. flag, these colors may run! We don't want any wailing and gnashing of teeth so just be a little careful with your prized cards if you take them to the gym where you might sweat on them or if you take them outside where they might get rained on. An ounce of prevention, etc. ☺

(13) One final thing. Vocabulary is going to hit you BIG in the coming weeks. We can't learn biblical Greek without mastering vocab. This is one thing that you can get ahead on: I will quiz you on the following verbs from **Black**, p. 23 this coming Friday. Only responsible for the present tense as shown below. For the quiz, I will give you the Greek verbs just like below and you will fill in the blank next to them (just like below). You may find **Black's** word hints on p. 23 helpful. Example: ἀκούω (*acoustics*). (Don't write these on your highly prized colorful verb cards just yet. We will go over that in class this Friday with zeal and elan! ;)).

What I will give you: 1) ἄγω Correct Answer: I lead

Fill in the rest: 2) ἀκούω _____

3) βαπτίζω _____

4) βλέπω _____

5) γράφω _____

6) διδάσκω _____

7) δοξάζω _____

(Key: (NOTE: ¶ = paragraph. (1) p.10, 2nd sentence. (2) p. 10, 1st ¶, last sentence. (3) p. 10, 2nd ¶, 1st sentence. (4) p. 10, 2nd ¶, 2nd sentence. (5) p. 10, 2nd ¶, 3rd sentence. (6) p. 11, 1st ¶, 1st two sentences. (7) See the boxed diagram in the middle of p. 11 and the explanation just below it, particularly concerning Spanish. (8) See the boxed diagram in the middle of p. 12 and the explanation before and after it. (9) p. 13, 1st full ¶, 1st sentence. (10) p. 13, 2nd full ¶, 3rd sentence. (11) p. 14, box diagram top of the page. **First person, Singular number, Future tense, active voice, indicative mood** of the English verb “love” is “I *will* love.” Note that English needs the auxiliary verb “*will*” to give the idea of **future** action. (12) Follow the instructions and you will be fine. (13) p. 23., top seven words only.

Did I tell you that you can do this stuff? Yes, you can! If you have finished this chapter and done this assignment with even a little understanding, you are all OVER it—the Greek Bodacious Heavy Weight MMA Fighters of God’s Team. Let’s enjoy the journey together! Well done and keep going!

Matthew 6:34 *“So do not worry about tomorrow; for tomorrow will care for itself. Each day has enough trouble of its own.”*

May the Lord bless every bit of diligence that you put into this! Thanks for your efforts!